



SCHOOL FEATURES

St Dominic's Priory College is a Catholic girls R-12 school of 618 students. The school strongly reflects the composition of the Australian multi-cultural community. Refugees from many parts of the world are welcomed, as are International students.

The College is located five minutes north of the city centre in a quiet corner of North Adelaide. Founded in 1884 by Dominican Sisters from England, it has in common with Dominican Schools around the world, a long tradition of teaching and learning. The Dominican motto of 'Truth, and the pursuit of truth wherever it is found' is seen as essential to its philosophy of learning. Acting on that truth in outreach to the neighbour is the desired outcome of this pursuit. The opportunity to nurture character and confidence is enhanced by the school's moderate size. Education at St Dominic's is based on a deep respect for the unique qualities and gifts of each child.

The College has an outstanding reputation in South Australia for the quality of its students' educational achievements across a broad range of learning areas. St Dominic's is committed to providing a balanced education where physical, intellectual and emotional growth are seen as complementary. St Dominic's is now authorised as an IB School for the Middle Years Program. Joy and enthusiasm are valued in the school's daily life and a wide range of co-curricular activities foster these goals.

The report presented here is a requirement of the Commonwealth Government as outlined in the Schools Assistance Act 2004. St Dominic's reports this data with pride in the significant achievements of staff and students.

It is presented under three headings: Professional Engagement, Student Learning Outcomes and Satisfaction.

STUDENT ATTENDANCE

The student attendance rate shows the days that each student on average, attended school during the year. The larger the percentage, the fewer the days that students are absent from school.

In 2018 the average student attendance rate for primary students was 95.4% and 95.1% for secondary students.

Six Indigenous students were enrolled in 2018.



STUDENT LEARNING OUTCOMES

1 Benchmark Results

Once again the overall results were excellent and reflect the commitment of staff and students. All students were above in Literacy and Numeracy.

Students achieving above the National Benchmarks 2018			
	Reading	Writing	Numeracy
Year 3	100%	100%	100%
Year 5	100%	100%	100%
Year 7	100%	100%	100%

2 Changes in Benchmark Results from the Previous Year

Many students scored in the higher proficiency levels, across both Numeracy and Literacy. This was also reflected in the My School website where St Dominic's was clearly one of the highest achieving schools in South Australia.

Also pleasing were the estimated progress scores between 2016 and 2018. The tables below indicate that St Dominic's has consistently more students in the Medium to High progress bands.

Progress Year 5	Reading School	Reading – All	Numeracy School	Numeracy - All
Low	17%	25%	12%	25%
Medium	50%	50%	33%	50%
Upper	33%	25%	54%	25%

Progress Year 7	Reading School	Reading – All	Numeracy School	Numeracy - All
Low	9%	25%	13%	25%
Medium	61%	50%	61%	50%
Upper	30%	25%	26%	25%



3 Average Standardised Assessment Results for Year 9 students

Congratulations to our Year 9 students who have achieved excellent results in the Year 9 Common National Tests in literacy and numeracy, held in May. The average scores were:

	St Dominic's Average	National Average
Spelling	619	583
Grammar	612	581
Writing	590	542
Reading	618	584
Numeracy	628	596



SENIOR SECONDARY OUTCOMES

St Dominic's Year 12 students of 2018 achieved overall outstanding results. Forty-five percent (45%) of the Year 12 class achieved an ATAR score of 90 and above (top 10% in the State). Twenty percent (20%) achieved a score of 95 and above (top 5% in the State). Two (2) students were placed in the top 1% of the State, with ATARs above 99.

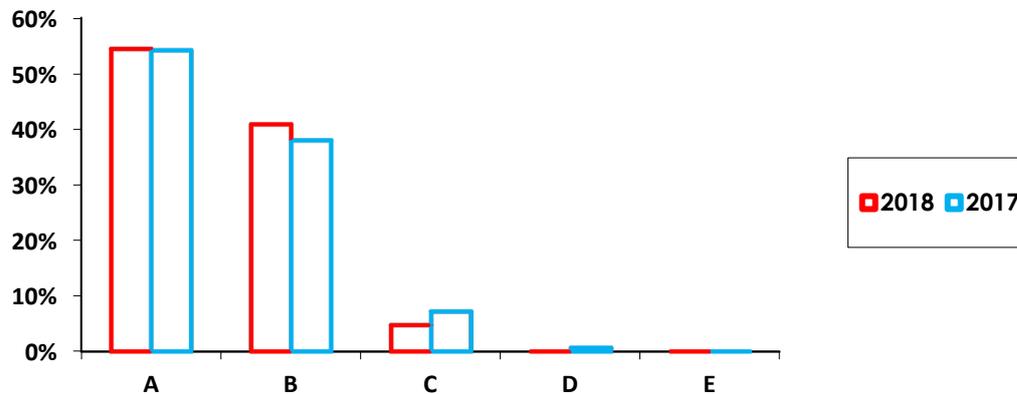
Over all 95% of all passes were of A and B grade standard.

Twelve Merits were obtained in the following subjects: *Biology, Chemistry, English, English as an Additional Language, Essential English, Essential Mathematics, Mathematical Methods, Physics, Vietnamese (Continuers), Workplace Practices.*

Eight (8) Year 12 Students were awarded a VET Qualification.

Prominently displayed in the St Dominic's Reception foyer are the full range of subject achievements for 2018. We extend our congratulations to all Year 12 students of 2018.

Year 12 Grade Distributions 2018/2017



	A	B	C	D	E
2018	54.40 %	40.86 %	4.75 %	0.00 %	0.00 %
2017	52.95 %	40.49 %	6.11 %	0.45 %	0.00 %

4 Post-School Destinations

In January 2019 the following offers were made to our students of 2018:

Total University	95%
Total TAFE	2%



PROFESSIONAL ENGAGEMENT

5 Staff Attendance

The average teacher attendance rate is an indicator of the time required to be at work. A higher percentage figure reflects less time taken from work due to illness, carer's leave, bereavement leave and family events. The attendance rate does not include teachers on maternity leave and long service leave.

The average attendance rate for teachers at St Dominic's during 2018 was 95.14%.

6 Staff Retention

During Term 4, 2017 there were 58 teachers employed at St Dominic's Priory College. Prior to the commencement of 2018, five (5) teacher contracts ended.

7 Teacher Qualifications

The academic qualification of our teaching staff can be analysed as follows:

Teacher Qualifications	
Doctorate	2%
Masters Degree	23%
Post Graduate Diploma	48%
Graduate Certificate	21%
Bachelor Degree with Honours	11%
Bachelor Degree (some hold >1 degree)	107%
Assoc. Degree, Advanced Dip.	3%
Diploma	21%

In addition to these formal qualifications, all staff undergo training in mandatory notification and first aid care, and hold the necessary qualifications for teacher registration in South Australia.

8 Workforce Composition

In 2018 there were 62 teachers with a full time equivalent of 49.84.

In 2018 there were no Indigenous staff members.



PARENT SATISFACTION

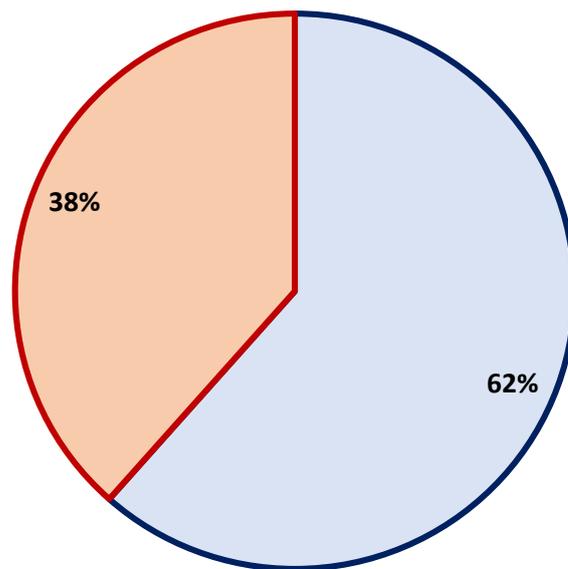
Student Agency is defined as a capacity in young people to take purposeful initiative – the opposite of helplessness.

In response to a Harvard study which suggests that student agency “...may be as important an outcome of schooling as basic skills” we invited parents to reflect on the influence that teaching can make to the development of agency in their daughters.

65 parents of Year 11 and 12 students participated in this short, anonymous survey.

9 Demographic

Daughter/s Year Level

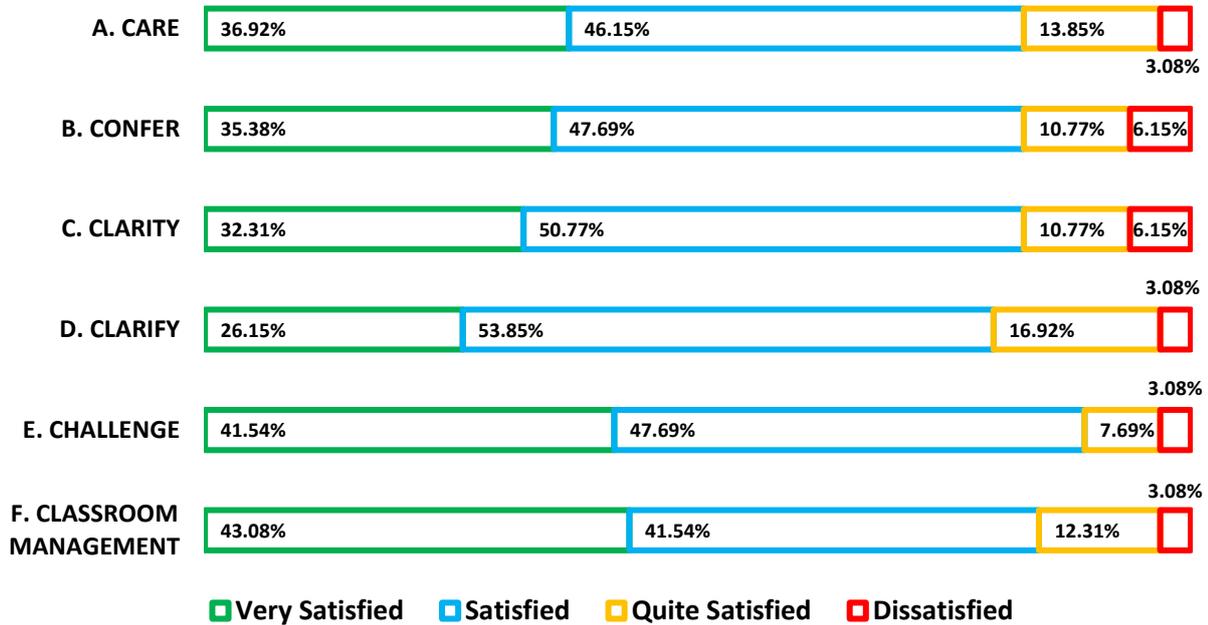


■ Year 11 ■ Year 12

Parent
Satisfaction



10 Parents were asked to indicate their level of satisfaction with:



Parent Satisfaction

I am satisfied that St Dominic's Priory College...	Very Satisfied	Satisfied	Quite Satisfied	Dissatisfied
A. Creates an environment that fosters emotional sensitivity and responsiveness, whilst encouraging resiliency in young people.	36.92%	46.15%	13.85%	3.08%
B. Staff welcome and respect students' perspectives and honour student voice.	35.38%	47.69%	10.77%	6.15%
C. Teachers work effectively with students, to identify and respond to confusion in learning.	32.31%	50.77%	10.77%	6.15%
D. Teachers reflect and strive to scaffold and develop clearer explanations. They also develop lucid explanations of how skills and knowledge are useful in the exercise of student agency, beyond school.	26.15%	53.85%	16.92%	3.08%
E. Students are encouraged to persevere, to think deeply about their learning, and to pursue learning goals that require reasoning and problem solving.	41.54%	47.69%	7.69%	3.08%
F. Teachers work together with their students to achieve respectful behaviours, by fostering a teaching and learning environment that is safe, captivating and challenging – in support of agency.	43.08%	41.54%	12.31%	3.08%



11 Sample parent comments on what St Dominic's Priory College does well to promote Agency

- They teach the students in depth.
- School events, assignments, school leadership positions.
- They push students but to an extent that does not challenge them unrealistically.
- Freedom in tasks.
- Treating each student as an individual - encouraging strengths and fostering areas of challenges.
- Encourages perseverance and provides opportunities outside of the curriculum for enrichment.
- The environment is safe and my daughter can learn with other students safely.
- Teachers reply to emails in a timely fashion.
- St Dominic is good environment. My daughter learn a lot and she is happy.
- Encouraging students to take initiative.
- Strong community culture.
- The majority of teachers provide meaningful feedback and in turn motivate the students to maximise their potential.
- St Dominic's sets a high standard of social justice and this encourages the girls to not be apathetic to the plight of those less fortunate around them. Fundraising and awareness of these issues promotes proactive behaviours.
- Dedicated teachers.
- Respect, communication, wellbeing, inspirations... goals in life how to achieve them. The students are beautiful.
- I think St Dom's do try to get the best out of their students.



12 Sample parent suggestions, on ways St Dominic's Priory College can promote Agency more strongly

- It is important for subjects in the curriculum to be equally valued.
- Upgrade systems (and) school facilities, i.e. Hall, Science rooms.
- Engagement with the public; out of school events and student led classes.
- Pacing and communication between subjects at critical times.
- As much one-on-one time as possible.
- More support and discussion of career pathways earlier in high school.
- Explain the test/exam questions after the students have received their marks.
- More clarity and guidance when a student is unclear on a topic or assignment.
- There is a huge variation in some class sizes in the senior years.
- Support students & staff in developing skills & resources in building open responsive communication.
- To continue to guide them, giving them the skills to study effectively and to achieve high academic standards. Guidance about possible future career paths and tertiary study is also really useful.
- Try not to leave the bulk of assessment tasks to terms 2 and 3 and expect the 12s to be doing 2/3 tasks for each subject concurrently. It's just too much and causes huge stress, unnecessarily.
- Letting the kids voice their opinions on school changes.
- Important for struggling students to get help.
- Importance of assisting teachers who may be less effective.
- No suggestion at this stage.



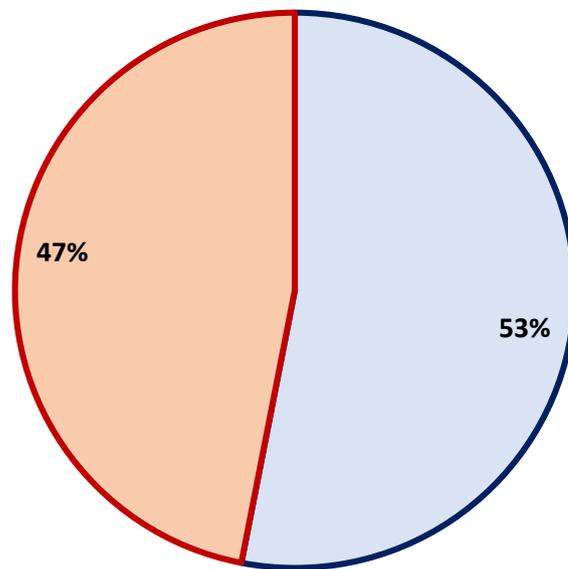
STUDENT SATISFACTION

Students in **Years 11 and 12** were similarly invited to reflect on the influence that teaching can make to the development of student agency.

147 Students participated in the survey

13 Demographic

Year Level

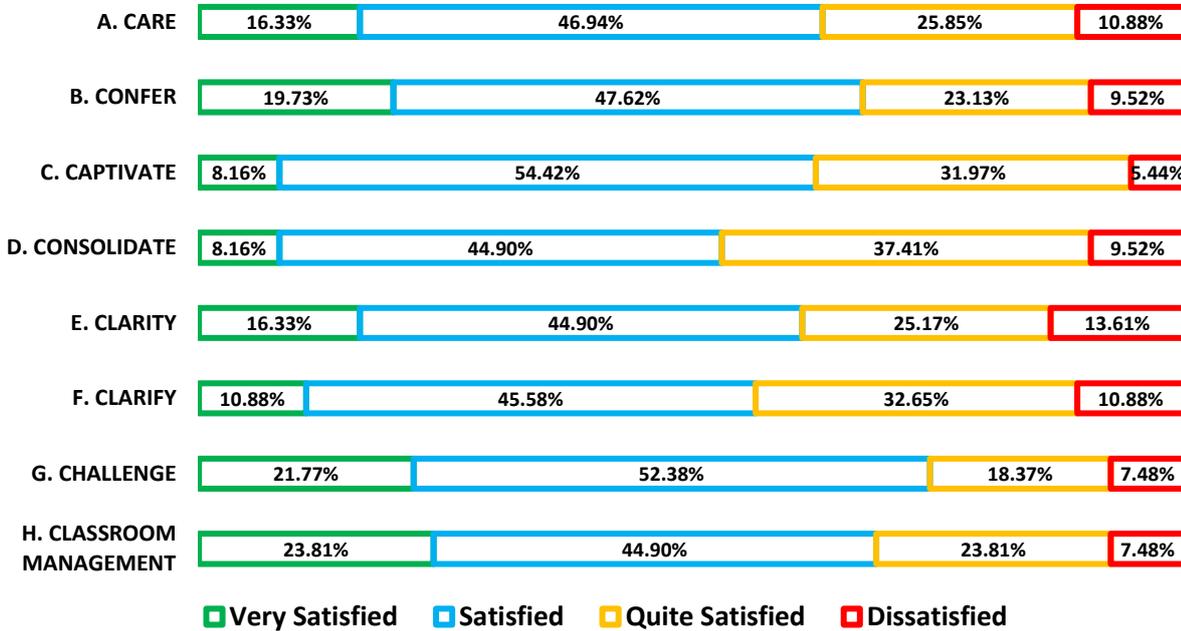


■ Year 11 ■ Year 12

Student
Satisfaction



14 Students were asked to indicate their level of satisfaction with:



Student Satisfaction

I am satisfied that St Dominic's Priory College...	Very Satisfied	Satisfied	Quite Satisfied	Dissatisfied
A. Creates an environment that fosters emotional sensitivity and responsiveness, whilst encouraging resiliency in young people.	16.33%	46.94%	25.85%	10.88%
B. Staff welcome and respect students' perspectives and honour student voice.	19.73%	47.62%	23.13%	9.52%
C. Teachers strive to design lessons which are stimulating and relevant, opening up avenues for student agency.	8.16%	54.42%	31.97%	5.44%
D. Teachers regularly summarise lessons, to remind students of prior learnings and solidify learning.	8.16%	44.90%	37.41%	9.52%
E. Teachers work effectively with students, to identify and respond to confusion in learning.	16.33%	44.90%	25.17%	13.61%
F. Teachers reflect and strive to scaffold and develop clearer explanations. They also develop lucid explanations of how skills and knowledge are useful in the exercise of student agency, beyond school.	10.88%	45.58%	32.65%	10.88%
G. Students are encouraged to persevere, to think deeply about their learning, and to pursue learning goals that require reasoning and problem solving.	21.77%	52.38%	18.37%	7.48%
H. Teachers work together with their students to achieve respectful behaviours, by fostering a teaching and learning environment that is safe, captivating and challenging – in support of agency.	23.81%	44.90%	23.81%	7.48%



15 Sample student comments on what St Dominic's Priory College does well to promote Agency

- St Dominic's promotes agency by holding high standards for the students and staff to help students perform most adequately.
- Teachers are very nice and teach students well.
- Take in consideration students' opinions and their needs in order to perform well at school.
- St Dominic's allows students in tasks to be able to choose which style of work they want to do, for example if it is a presentation or report, also a choice in which topic they can do.
- It is a positive and supportive community.
- St Dominic's Priory College provide students with a safe and educational environment.
- Teachers allow students to work independently, whilst encouraging them to ask meaningful question related to their topic of learning.
- The school offers support and assists students when needed, whilst also giving them the room to determine solutions and decisions on their own.
- Teachers are readily available to meet with students outside of lessons to clarify concerns.
- Community atmosphere and great support from teachers and staff.
- St Dominic's regularly has meetings to remind students about the importance of studies and how to get through Year 12, creating a safe, encouraging environment.
- Charities, empowering women.
- St Dominic's does a reasonably well job in allowing students to persevere and supporting them in what they want to accomplish in the future. As a community, they also encourage students to always do well in their work, but if a student feels like they don't do reasonably well in a task, they will discuss about it. The school is also very passionate about fundraising and donating, and this allows students to seek purpose of doing so.
- Helps students to achieve their personal and long term goals so that they are able to have a strong foundation for university and in life as a whole.
- Career Expo night.
- Allows students to choose what clubs they would like to attend, such as Social Justice Club, further allowing them to make independent decisions regarding their participation in the school community.



- St Dominic's promotes student agency mostly through the learning style set at this school. They have high standards and test students' knowledge and skills through the tasks given, which is good for testing us to our full capabilities so that we can take what we've learnt with us in our future studies.
- Sports Day is fun.
- The school takes into account the personal and mental wellbeing of each student by having events such as Wellbeing Day and further, in some Pastoral Care lessons, we do meditation and likewise, we do yoga in Thursday sport.
- Doing things such as being independent when running things such as Gala Day and Fete, making sure that they know what to do and where to be.
- SDPC promotes agency by guiding us in activities but leaving enough room for us to organise it relatively by ourselves. Also, they encourage ways of gaining money for charities mostly run by students (i.e. Gala Day stalls etc.).
- Fostering emotional sensitivity.
- They give us independence by allowing us to make our own decisions.
- St Dominic's promotes care and equality in the school community very well.

16 Sample student suggestions, on ways St Dominic's Priory College can promote Agency more strongly

- Not many students take ownership of their learning and do not find the encouragement that they need to build upon their skills. Confidence is a factor that is lacking within many students and so teachers should create a class environment so that they can reach out to students who are struggling with their emotional needs and academic work.
- ...(Education) about university degrees early on (Year 10 or 11). For example, they could teach us how to properly research a degree...
- Perhaps encouraging students to draft their own work before the teacher drafts it, being as critical as possible to produce the best work possible.
- Encourage students to partake in more clubs within the school community, fostering initiative within individuals to become involved in school activities.
- By having one on one talks.
- Maybe regular one on one check ups with students to see how they are coping?
- ...provide more support as when I ask how I could improve my work there are times when I don't get a definitive answer.
- Summarise previous lessons.
- I suggest rather than having only one Wellbeing Day we should have one at least every term, to let students relax from school work and work on their mental and emotional health.



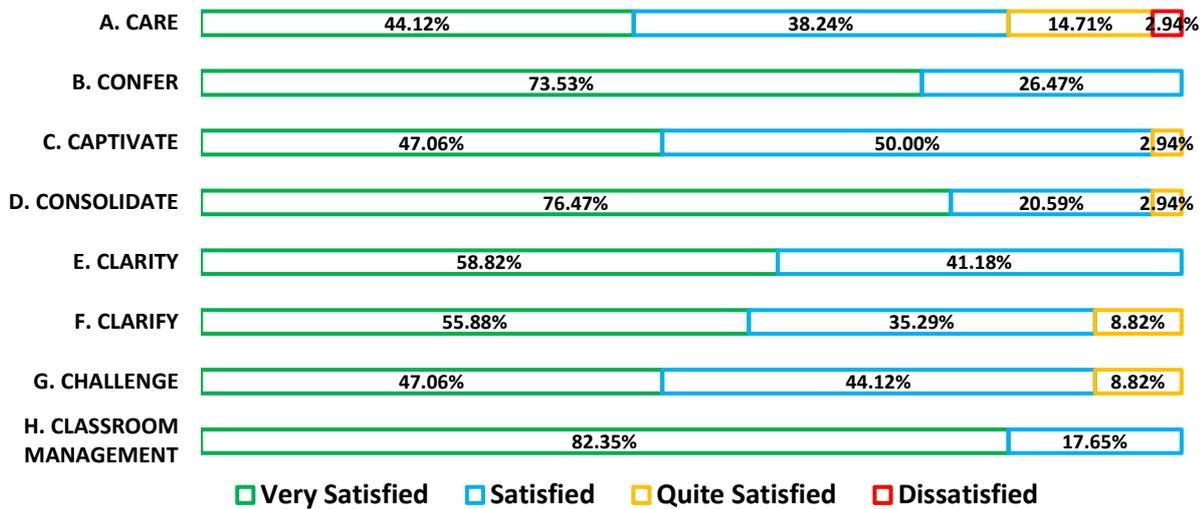
- I see that many students feel quite a lot of pressure when learning and feel the need to be competitive in their studies...
- Ask the students what they need to help themselves in regards to learning and wellbeing...
- Make more opportunities to go to career nights.
- Sometimes, teachers choose not to help us, thinking that we will be more smarter and more independent but their level of expertise is different to ours.
- Limit the help given to a student, but still guide them in the right direction.
- Become more patient in reviewing and consolidating learning, as often people don't grasp concepts in one lesson and need more time to familiarise themselves with concepts.
- Help students identify and respond to confusion in learning.
- Be more considerate in times of exams, tests and assignments.
- I am not sure. What the school is doing is going well.



STAFF SATISFACTION

17 Staff in the Secondary School were invited to rate their satisfaction with the influence that their teaching makes to the development of student agency at St Dominic's Priory College.

34 Teachers participated in this survey



I am satisfied that St Dominic's Priory College...	Very Satisfied	Satisfied	Quite Satisfied	Dissatisfied
A. Creates an environment that fosters emotional sensitivity and responsiveness, whilst encouraging resiliency in young people.	44.12%	38.24%	14.71%	2.94%
B. Staff welcome and respect students' perspectives and honour student voice.	73.53%	26.47%	0.00%	0.00%
C. Teachers strive to design lessons which are stimulating and relevant, opening up avenues for student agency.	47.06%	50.00%	2.94%	0.00%
D. Teachers regularly summarise lessons, to remind students of prior learnings and solidify learning.	76.47%	20.59%	2.94%	0.00%
E. Teachers work effectively with students, to identify and respond to confusion in learning.	58.82%	41.18%	0.00%	0.00%
F. Teachers reflect and strive to scaffold and develop clearer explanations. They also develop lucid explanations of how skills and knowledge are useful in the exercise of student agency, beyond school.	55.88%	35.29%	8.82%	0.00%
G. Students are encouraged to persevere, to think deeply about their learning, and to pursue learning goals that require reasoning and problem solving.	47.06%	44.12%	8.82%	0.00%
H. Teachers work together with their students to achieve respectful behaviours, by fostering a teaching and learning environment that is safe, captivating and challenging – in support of agency.	82.35%	17.65%	0.00%	0.00%

Staff Satisfaction



18 Sample staff comments on what St Dominic's Priory College does well to promote Agency

- The school does not have a detention policy because every teacher is maintaining balance of their classrooms to foster successful and productive agency by the students.
- St Dominic's is a well-organised school and leadership and staff demonstrate a high level of investment in teaching and enabling the students to achieve to the best of their ability. It is also a school which promotes community and parent involvement which promotes the wellbeing of students and their educational opportunities.
- Gives them the support so that they are confident to try and solve problems independently or collaboratively.
- St Dominic's works as a community.
- Encourages students/SRC/Prefects to make their own decisions about the way they raise money for various charities.
- A carefully scaffolded Pastoral Care program, a teaching and learning community that is caring and respectful.
- SDPC strikes a good balance of showing sincere care for it's young people, while at the same time challenging them to push boundaries and achieve at their best.
- I believe the school promotes student agency by allowing them to learn via a range of activities and styles so that learning is meaningful and self driven. The MYP assists in promoting agency.
- Students have choice in both their learning and in assessment, to varying degrees they can choose their own pathways through learning activities.
- St Dominic's encourages girls to take on responsibilities whether it be leadership, service, or conducting assemblies and Masses. Teachers are also supportive of the girls' academic learning and often meet with students at recess or lunch to assist them.
- ... The students are committed to their studies, their future but also they think about others that are not as fortunate as themselves. They are committed to help wherever they can - whether that is collecting warm clothes for the homeless or donating for very good causes. The students look beyond themselves, look for solutions and so then they have a good perspective of themselves in the world.



19 Sample staff suggestions on ways St Dominic's Priory College can promote Agency more strongly

- St Dominic's could invest more resources in providing additional professional development for staff in new pedagogical methods and the use of IT.
- Devise strategies to effectively encourage more students to tackle subjects seen as 'too hard' at Year 11 and 12 level.
- Educate parents on building resilience in their children.
- I think St Dominic's does a good job of preparing and guiding students, but generally, students could self initiate more.
- Perhaps students could be encouraged to be more independent in their learning so they are more prepared for tertiary study.
- This is quite difficult as the college already promotes agency strongly. The only place where focus could be different is getting the students to look beyond the ATAR scored at the end of Year 12. Students tend to choose subjects that they know they will get the best score – which may not be the best choice for them. There are very capable students at this school that could be doing the subjects that they find more challenging.